

**84.031P – Strengthening Predominantly Black Institutions  
(Formula Grants) Program**

FY 2010 Project Abstracts

(CLICK ON PAGE NUMBER TO VIEW ABSTRACT)

ATLANTA TECHNICAL COLLEGE	1
BLOOMFIELD COLLEGE	2
CENTRAL GEORGIA TECHNICAL COLLEGE	3
COLUMBUS TECHNICAL COLLEGE	4
COMMUNITY COLLEGE OF PHILADELPHIA	5
DEKALB TECHNICAL COLLEGE	6
ESSEX COUNTY COLLEGE	7
HALIFAX COMMUNITY COLLEGE	8
HEART OF GEORGIA TECHNICAL COLLEGE	9
KENNEDY KING COLLEGE	10
LOS ANGELES SOUTHWEST COLLEGE	11
MALCOLM X COLLEGE	12
MEDGAR EVERS COLLEGE	13
MISSISSIPPI DELTA COMMUNITY COLLEGE	14
NORTHEASTERN TECHNICAL COLLEGE	15
OLIVE-HARVEY COLLEGE	16
ORANGEBURG-CALHOUN TECHNICAL COLLEGE	17
SANDERSVILLE TECHNICAL COLLEGE	18
SOJOURNER-DOUGLASS COLLEGE	19
ST. LOUIS COMMUNITY COLLEGE	20
TECHNICAL COLLEGE OF THE LOWCOUNTRY	21
UNIVERSITY OF WEST ALABAMA	22
WEST LOS ANGELES COLLEGE	23

## **ATLANTA TECHNICAL COLLEGE**

**PR Award Number** P031P100001  
**State:** Georgia  
**Award Amount:** \$419,198

This project seeks to serve the low- and middle-income African-American male populations at Atlanta Technical College. The project will offer corrective and sustainable measures and solutions to the national research statistics that show 41 percent of black males graduate from high school in the United States coupled with the fact that fewer than 4 percent of black males are attending American institutions of higher education in the state of Georgia. Twenty-one percent of black male high school graduates go on to college and this number is down from 23.5 percent in 1997. The African American population in the state of Georgia is 27 percent of the state population but 62 percent of Georgia's prison population is African American.

This federal grant will be used to improve upon the efforts of the Atlanta Technical College (ATC) Institute for Males (AIM) mission to increase the enrollment and retention of African-American males wishing to engage in developing themselves by pursuing a college degree at an accredited institution. This program will address recidivism, improving educational outcomes of postsecondary education, increasing exposure to and enhancing experiences with diverse cultures, and fostering an environment of civic engagement. The program focus will be on the improvement and achievement of the following outcomes:

- 1) Increase African-American male enrollment at Atlanta Technical College by 5 percent;
- 2) Improve the retention rate of Atlanta Technical College African American male students by 3 percent;
- 3) Increase the African American male graduates by 15 percent at Atlanta Technical College;
- 4) Improve the Atlanta Technical College student matriculation into a four-year institution by 18 percent.

In 2007, Atlanta Technical College was named America's Best Community College by Washington Monthly Magazine. This was a testament to our local and national success in ensuring positive educational outcomes as evidence by our 98 percent career placement rate.

## BLOOMFIELD COLLEGE

**PR Award Number** P031P100002  
**State:** New Jersey  
**Award Amount:** \$250,000

The Bloomfield College PBI Formula Grant Project of 2010, will develop a culture of **information literacy** to enhance its students' pursuit of scholarship, rewarding careers and productive citizenship. The activities supported by this grant will help increase the retention, persistence and graduation rate of Black-American students as well as low-income, first-generation and disadvantaged students.

The activities and goals of the project are closely related to the legislative purpose of the PBI Program:

**Purpose:** Serve more low and middle income Black-American students

**Project Focus:** With the development and implementation of a highly innovative, successful and competitive curriculum built on a literacy foundation as well as the construction of a state of the art infrastructure, additional low- and middle-class Black-American students will be well-served.

**Purpose:** Expand higher education opportunities for eligible students by encouraging college preparation and student persistence in postsecondary education.

**Project Focus:** By developing and implementing a cohesive literacy program from entry to graduation, including opportunities for college-level readiness, reading, writing, oral communication skills, financial literacy skills, and multi-cultural literacy competencies, ultimately and student persistence in post-secondary education will be expanded.

**Purpose:** Strengthen the financial ability of the institution to serve the academic needs of low- and middle-income Black-American students.

**Project focus:** By enhancing retention, persistence and graduation rates of Black-American and other Bloomfield College students, the fiscal status of the institution will be strengthened.

The goals and objectives of this project include: improving the retention rate of first-year students, particularly Black-American, first-generation, low-income and disadvantaged students; improving the persistence rate of these students to their junior year; improving the graduation rate of these students; and creating an optimal physical learning environment and to house the Information Literacy Network. These goals will be accomplished through intentional development of Information Literacy, Financial Literacy, and Multi-cultural Literacy skills, faculty development and the construction of an addition to the college library. A detailed plan to deliver services is included in the project plan.

The project personnel include major administrators of the institution, influential faculty and support staff.

A detailed management plan is included with responsibilities, qualifications and lines of authority clearly stated.

A comprehensive evaluation plan is also included, to be conducted by an impartial outside evaluator, so that feedback and continuous improvement may be achieved.

A budget of \$250,000 each for five years is detailed, including a budget narrative and justification.

## CENTRAL GEORGIA TECHNICAL COLLEGE

**PR Award Number** P031P100003  
**State:** Georgia  
**Award Amount:** \$545,397

Central Georgia Technical College (CGTC) is governed under the State Board of the Technical College System of Georgia. CGTC provides comprehensive educational, economic, and community development opportunities for the citizens of its seven-county service area through traditional and distance education formats. The service delivery area (SDA) includes the following counties: Baldwin, Bibb, Crawford, Jones, Monroe, Putnam, and Twiggs counties in Georgia, with a total service area population of approximately 271,000. The college has over 400 full- and part-time instructors and a FY2010 credit enrollment of 11,652 students of which 61 percent were African-American. Of the total enrollment 61 percent of the students were low-income and 54 percent were first-generation college students. For FY 2010, there were 2,417 African-American students enrolled in Learning Support (remedial) courses. These students are the primary cohort for this project consisting of 72 percent of the students in Learning Support courses, i.e., developmental studies.

With the support of the Predominantly Black Institutions formula grant, CGTC will implement the project entitled, Improving Student Success and Learning Outcomes of African-American Students. This is a comprehensive, integrated, institutional project of academic interventions, student support services, and faculty/staff development which is comprised of three major goals, each with specific activities to carry out the goals:

(1) Improving Learning Outcomes to increase the persistence rate and the academic achievement levels of African-American students enrolled in Learning Support courses; thereby increasing the overall graduation rate at CGTC.

a. provide enhanced institutional support by expanding services of the current Academic Success Centers in Macon and Milledgeville and providing new services for the surrounding satellite centers, Crawford Center and Putnam Center.

b. improve Web-based/technology services for students at all locations.

(2) Enhancing Student Support Services. a. provide enhanced institutional support, including a Youth Enhancement Program for high school students designed to enhance the overall success for African-American students.

a. implement queuing software to promote enhanced services for students.

b. provide a Background Check Program to assist students upon admissions and en route to graduation.

c. provide workshops to a wide-range population by enhanced technologies.

(3) Providing professional development training and resources for faculty and staff to support the teaching/learning process.

a. enhance the in-depth understanding and focus among faculty and staff regarding the array of challenges faced by the target population as they enter and progress through the college.

## **COLUMBUS TECHNICAL COLLEGE**

**PR Award Number** P031P100004  
**State:** Georgia  
**Award Amount:** \$453,338

### **Building Writing Skills to Improve Student Success**

Columbus Technical College (CTC) is one of 28 colleges under the Technical College System of Georgia. Located in Columbus, CTC is a comprehensive, two-year college accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate degrees, diplomas, and certificate credentials. Enrollment at CTC has been steadily growing over the past several years. In December 2009, the college surpassed an all-time record with 4,179 students enrolled. Almost half (46.4 percent) of CTC's students are Black American; more than 75 percent are economically disadvantaged; and over 3,200 students received Pell Grant awards in 2008-09 compared to less than 2,900 in 2007-08. Only 15 percent of the population from the five-county, predominantly rural area hold a bachelor's degree compared to 24 percent for the state and 27 percent for the United States.

CTC is seeking funding of \$440,775 under the Predominantly Black Institutions (PBI) Formula Grant to establish a Writing Center to support its quarterly enrollment of over 4,000 students, of which more than 2,000 enroll in English courses each year. The goals of the Writing Center are to provide enhanced writing skills instruction for students at risk of not completing the general studies course requirements leading to graduation and to support all students currently enrolled in degree, diploma, and certificate programs with writing assignments across academic program disciplines. The Writing Center will also specifically target the growing population of students enrolled in online and hybrid courses by using the latest distance education tutorial assistance.

In addition to providing enhanced communication skills training beyond what is offered in the classroom or online, CTC will develop a faculty enhancement writing program that provides teachers with access to proven best practices in preparing and assessing effective writing assignments across academic program disciplines. The project will foster a partnership between secondary high school teachers, two-year faculty, and regional university faculty to improve success for students transitioning from high school to postsecondary study. As part of a network, instructors will identify skill-gap challenges exhibited by students exiting high school that could be reduced or eliminated by introducing targeted instruction to address critical competency deficiencies.

Finally, the project will target the reduction of attrition in all English courses offered by CTC with the goal to increase the number of students who are successfully completing their English studies. Having previously identified the most significant reasons for student attrition as part of its SACS Quality Enhancement Plan, CTC's faculty and administration are committed to assisting students not only with academic skill improvement, but also with the tools to effectively balance both academic and personal work demands to ensure greater professional success. Resources will be allocated to enhance skill development in academic studies as well as enhanced growth in personal and professional life management skills.

## COMMUNITY COLLEGE OF PHILADELPHIA

**PR Award Number** P031P100005  
**State:** Pennsylvania  
**Award Amount:** \$1,351,494

Funding in the amount of \$1,314,312 from the U.S. Department of Education Predominantly Black Institutions (PBI) Formula Grant will support ongoing efforts to increase enrollment, academic success, retention and graduation rates at the Community College of Philadelphia. Although the initiatives implemented through the college's PBI Formula grant project will improve academic success for all students, it will reach a large number of low- and middle-income African-American students. The college's student population is currently 51 percent African American, and the college is the largest single point of entry into higher education for minorities in Pennsylvania. As a testament to the unique educational role the college plays in the region, a recent survey of graduates over 38 percent of African-American males and 41 percent of African-American females indicated that they would have been unable to pursue their higher education aspirations if not for the college.

Grant activities support the performance measures established by the U.S. Department of Education for the PBI program. The project will have a focus on minority students, special populations and those students most at-risk of not completing a postsecondary degree. The PBI Formula Grant will be used to support activities under four initiatives as outlined below.

Initiative 1: Accelerating Students through Developmental Education: This initiative will provide students whose placement test scores indicate the need for developmental coursework with opportunities for additional support to accelerate them to college-level classes, increasing rates of retention and graduation.

Initiative 2: Advancing Student Success through the Use of Technology: A large portion of students at the college come from low-income households who have limited, if any, access to technology (such as computers and the Internet) necessary to support their coursework. Through this initiative, the college will build two new computer labs at its West Philadelphia Regional Center and provide wireless Internet access to students at its Main Campus. It will also enable the college to outfit several classrooms with Smart Podiums and install student information kiosks outside of its Career Center, as well as develop an electronic document system for student records.

Initiative 3: Supporting Student Advancement through STEM and health careers: The college aims to increase the number of secondary students (particularly minorities) that ultimately enroll in STEM disciplines at the college. Additionally, the college will purchase equipment for its biotechnology program, providing students with the opportunity for hands-on learning. The college will also develop an EHR System Technologist proficiency certificate.

Initiative 4: Increasing Student Access and Success through Enhanced Services and Programs: This initiative will enable the college to provide targeted populations of underrepresented students at the college with additional support and services. Efforts include peer mentoring, outreach and enhanced support to veterans, resources for ex-offenders and financial aid workshops for low-income and/or first-generation college students.

## DEKALB TECHNICAL COLLEGE

**PR Award Number** P031P100006  
**State:** Georgia  
**Award Amount:** \$482,613

DeKalb Technical College (DTC), a unit of the Technical College System of Georgia, was established in 1961 and serves DeKalb, Newton, Rockdale, and Morgan counties in the east metropolitan Atlanta area. DTC currently has approximately 4,000 students enrolled in diploma or degree programs and more than 9,000 in adult education classes. Academic and technical programs at DeKalb Tech cover more than 100 different occupations.

DeKalb Technical College seeks to strengthen its ability to enhance higher education opportunities for low-income African-American students and improve student persistence through implementation of Predominantly Black Institutions Formula Grant funding. DeKalb Technical College is characterized as low income and African-American. In FY 2010, 75.2 percent of the student population was African-American and 86.7 percent received financial aid.

PBI Formula Grant support will be used to renovate existing classroom space for creation of a chemistry/biology lab, to purchase fifteen SMART Board interactive whiteboards, to hire four academic advisors, to purchase textbooks to expand its Equity/Special Populations Program lending library, and to purchase electronic and printed resources for the main campus library.

Grant funded initiatives will result in obtaining optimal retention rates during the Q2S (Quarter to Semester) Conversion, reducing the ratio of advisor to student interaction by 50percent, increasing academic advising student satisfaction to 95 percent, expanding existing science core class space and offering new course offerings in microbiology and organic chemistry, increasing availability of interactive whiteboard technology to an additional 18 percent of the student body, increasing Equity/Special Populations Program lending library services to 250 additional students per quarter, and increasing the inventory of electronic resources, reference books and circulating books by 20percent of optimal levels in the main campus library.

## ESSEX COUNTY COLLEGE

**PR Award Number** P031P100008  
**State:** New Jersey  
**Award Amount:** \$845,631

### ***The College:***

Essex County College (ECC) is the largest minority-serving community college in the State of New Jersey. It is a public, open-access, two-year urban institution offering Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.) degrees. As of Fall 2009, ECC served 13,314 students in credit programs and another 10,000+ in continuing education programs. Fifty-one percent of ECC students are African American, twenty-four percent are Hispanic, twelve percent are Caucasian, 4 percent Asian, and 9 percent designated as other or unreported. The majority of students (57 percent) attend classes full time, and women make up 61 percent of the student body. While ECC students range from 17 to 85 years of age, 50 percent are between the ages of 17 to 22. While ECC students come from every municipality in the county, the majority of students reside in the four urban cities of Newark (39 percent), East Orange (10 percent), Irvington (10 percent), and Orange (5 percent). The school districts from these cities are known as Abbott districts, districts classified by a 1990 New Jersey Supreme Court ruling as "special needs" districts where students rank in the lowest socio-economic status and require the most educational services. ECC has 132 full-time faculty members and 578 part-time faculty members. The ratio of for-credit students to full-time faculty members is 100 to 1. The ratio of for-credit students to full-time faculty members and part-time faculty members is 18.75 to 1.

### ***The Project:***

ECC has two significant academic problems that will be addressed through this application for Predominately Black Institutions (PBI) Program-Formula funding:

- 1) mathematics and English pose a major challenge to retention and persistence; and
- 2) inadequate faculty technology skills hinder student achievement and hamper retention.

This proposal consists of five comprehensive activities that address the above academic concerns through an integrated array of proven strategies, including: block scheduled learning communities; peer-assisted supplemental instruction; recitation sessions; group counseling; accelerated remedial education; and professional development for the mathematics and English faculty. In addition, we want to address the problem of a very small endowment through an activity to match a federal investment of \$40,000 with private funds.



## HALIFAX COMMUNITY COLLEGE

**PR Award Number** P031P100009  
**State:** North Carolina  
**Award Amount:** \$250,000

Halifax Community College (HCC) of Weldon, NC proposes eight projects that will improve HCC's capacity to serve low- and middle-income African-American students. The projects, with their value to HCC, follow.

- 1) Technological upgrade of auditorium Room 108. Creates a technologically enhanced smart classroom space in an already existing auditorium. Over 50 percent of the students should be able to make use of the space for learning in the first year. Cost: \$50,000.
- 2) Increase the size of the HCC Foundation endowment through a matching grant of \$25,000. HCC's endowment is very small. By making use of a matching grant, the college should be able to grow the corpus of its endowment's general fund by \$50,000. Cost: \$25,000. Institutional match: \$25,000.
- 3) Create a Development Office through the hire of a director of development. HCC currently has no Development Office. To encourage resource development, such an office will be created and staffed. Cost: \$56,250.
- 4) Develop an academically-based cultural performance and speaker series to public schools and to existing college students. Cultural learning experiences are rare in HCC's service area. In addition, only approximately 12percent of adults eventually earn a college degree. The series described could be used to expand students' horizons and consider their life goals and higher education options. Cost: \$20,000. Institutional match: \$20,000.
- 5) Bring in a consultant to guide HCC in developing an indirect cost rate. This will increase HCC's ability to recover costs from federal grants. Cost: \$18,000.
- 6) Establish a position of Title III Director. This will improve HCC's ability to track and manage the college's Title III funds. Cost: \$65,000.
- 7) Develop a comprehensive new students and a parents' orientation process. The program is an important element in HCC's overall effort to increase retention and graduation rates. Cost: \$5,000.
- 8) Develop an enrollment management and marketing program to increase the number of students in STEM and other programs. The program will support an increase in student headcount enrollment by 3percent and provide increased outreach to middle and high schools to develop greater interest in programs in which African Americans are underrepresented. Cost \$10,750.

## HEART OF GEORGIA TECHNICAL COLLEGE

**PR Award Number** P031P100010  
**State:** North Carolina  
**Award Amount:** \$250,000

### ***The Full Court Press Initiative***

Heart of Georgia Technical College is a two-year college in rural Georgia servicing six counties and a total population of 107,000 residents. Of those individuals, over 30percent in the service area (with a low of 28.3 percent in one county to a high of 36.4 percent) do not hold a high school diploma or GED. In four of the six counties, the percent of Black Americans not completing high school is above forty. HGTC is making application for the PBI Formula Funding Grant to improve literacy rates and increase participation in postsecondary education among low- to middle-income Black Americans.

Our project begins with outreach to individuals in need of completing his or her GED. **The Full Court Press Initiative** is designed to encourage GED completion by means of GED preparation workshops that include transitional assistance to guide individuals from the path of an unfinished education to the completion of a postsecondary technical certificate of credit, diploma or degree. Working with federal, state and local agencies, including not-for-profit groups, HGTC will pursue non-completers of the GED and will provide workshop training at locations convenient for the target population's attendance. These workshops will include basic GED preparation coursework and also basic financial literacy and life skills guidance. Workshops will be held at locations in all six of the service area counties at sites conducive to attendance by our target population. Transitional Coordinator positions will be created to guide these individuals through GED completion and into a credit program of study of their choice focusing initially on HGTC's Technical Certificates of Credit. Technical Certificates of Credit are short term, portable certifications that an individual can achieve in as little as six months, or two quarters of study.

HGTC's aspirations with this project are not only seeing Black Americans further their education, but to also see individuals become self-sufficient and independent. An end result will hopefully be a better educated, more productive society in which generations to come will benefit.

## KENNEDY KING COLLEGE

**PR Award Number** P031P100011  
**State:** Illinois  
**Award Amount:** \$424,438

Kennedy-King College (KKC) is one of the seven colleges that make up the City Colleges of Chicago, Community College District 508. The geographic area KKC serves includes the Englewood neighborhood. 98.2 percent of Englewood's residents are Black. Over 39 percent of the community's average income is under \$15,000 per year and Englewood's unemployment rate is 22 percent, making Englewood one of the poorest communities in the city of Chicago.\* Kennedy-King College is taking aggressive approaches to find relevant ways to enrich its students and the community.

The City Colleges of Chicago, guided by Chancellor Cheryl Hyman, and Kennedy-King College, guided by President John Dozier, are also taking aggressive approaches to reassess and evolve the program offerings to ensure that our students are properly prepared to meet the ever-changing world by: (1) solidifying the commitment to student learning and effective teaching; (2) promoting awareness of, and ensuring access to, educational opportunities for all students and constituents; (3) strengthening relationships with external constituents; and (4) developing and retaining the highest quality City Colleges of Chicago workforce.

KKC will utilize the PBI Formula Grant during the one-year project period to further the efforts of the City Colleges evolution by strengthening Kennedy-King College's capacity to support targeted students through an array of academic support and skills development services. These services will ensure students succeed in the basic college requirements, graduate and have the potential to matriculate to four-year institutions and/or acquire career-related jobs. KKC's primary activities will focus on academic and student enrichment services by: (1) enhancing the math, reading, writing, and speech tutorial labs; (2) creating a new foreign language tutorial lab, and (3) improving and upgrading the campus library resources and services.

\*Data from U.S. Bureau of Labor Statistics

## LOS ANGELES SOUTHWEST COLLEGE

**PR Award Number** P031P100012  
**State:** California  
**Award Amount:** \$472,137

Los Angeles Southwest College (LASC), a two-year, public, urban community college located in the heart of South Los Angeles, California, enrolls nearly 14,000 students (headcount) per year, of which 63 percent are African Americans. Over 90 percent of students are minorities, 63 percent are low-income, and 71 percent are the first in their families to attend college.

The Predominantly Black Institutions Formula Grant Program will allow LASC to enhance the academic achievement of African-American male students through the Successful African American Male Project (referred to as the "Project"). The Project, a comprehensive, culturally responsive student support services program, will target 100 incoming and current African-American male students who are placed or assessed in basic skills English courses. The Project goals are to:

1. Improve the persistence and course completion rates of African-American male students;
2. Strengthen the integration of academic and student services to enhance student success; and
3. Increase engagement among African-American male students.

The Project will implement the following core strategies: extended orientation and rites of passage events, learning communities, intrusive counseling, tutoring, monthly workshops/speaker series, service learning, mentoring, educational and cultural enrichment activities, and an African-American Male Summit.

A rigorous evaluation will be conducted to ensure ongoing quality assurance, management, and learning. An external evaluator will assist with measuring the impact of interventions on African-American male students and potential benefits to other students.

## **MALCOLM X COLLEGE**

**PR Award Number** P031P100013  
**State:** Illinois  
**Award Amount:** \$358,592

Malcolm X College is one of the seven colleges located within the city limits of Chicago in Community College District 508, known as the City Colleges of Chicago (CCC). CCC is a comprehensive public community college system dedicated to serving the educational needs of Chicago's diverse population. Located on the West Side of Chicago, Malcolm X College provides affordable education in transfer and career-oriented programs designed to enhance the quality of life of an economically, educationally, culturally, and socially diverse community.

Founded in 1911 as Crane Junior College, Malcolm X College (renamed in 1969) is the oldest of the City Colleges and is accredited by the Higher Learning Commission of the North Central Association.

Malcolm X College proposes to implement a project designed to strengthen the institution's capacity to serve African-American students and improve their educational outcomes. The college will address the critical needs of this population through the development of three activities:

- 1) Increase African-American students' success in chemistry, biology, mathematics, and physics by implementing the Studio Classroom model;
- 2) Enrich lab experiences in Physics courses through the implementation of a new lab to increase retention rates of African-American students enrolling in Physics classes; and
- 3) Develop skills in its Biology, Chemistry, Mathematics and Physics faculty to allow them to integrate enhanced laboratory experiences into their teaching through use of the Studio Classroom concept.

The objectives are to:

- 1) Increase students' success in academic disciplines such as chemistry, biology, mathematics, and physics in which African Americans are underrepresented;
- 2) Increase retention rates of African-American students enrolling in Physics classes; and
- 3) Integrate enhanced laboratory experiences using the Studio Classroom concept.

The project aligns with the PBI program goal of enhancing the institution's capacity to expand higher education opportunities for low-income Black-American students.

## **MEDGAR EVERS COLLEGE**

***PR Award Number*** P031P100014  
***State:*** Illinois  
***Award Amount:*** \$566,296

Medgar Evers College (MEC) of the City University of New York (CUNY) was founded in 1970. Located in the Crown Heights section of Brooklyn, MEC is home to one of the largest, most densely populated and ethnically varied sections of the borough. Medgar Evers is one of the few CUNY colleges that grant both baccalaureate and associate degrees. Its students are diverse, representing all areas of New York City, especially the surrounding Brooklyn community. The mission of the college is to develop and maintain quality professional career oriented undergraduate degree programs and provide a strong liberal arts background.

The proposed PBI program Retention Initiative to promote Student Excellence (RISE@MEC) has two main goals: to improve student retention and student outcomes. RISE@MEC is characterized by three programmatic strands: implementation of an early alert system, supplemental instructional (SI) services and faculty professional development to increase student performance in the area of mathematics; implementation of global learning communities to increase student engagement; and provision of “early” post-graduate preparation and enhancement activities to support successful outcomes for students.

RISE@MEC supports the purposes of the PBI program as they enable the college to plan, develop, undertake and implement programming that will support students; serve as a catalyst for instructional and curricular improvement; support students’ development of diversity-related proficiencies; increase student engagement; and positively influence student persistence. Project RISE enhances the college’s ability to prepare students to avail themselves of the many opportunities a college education will provide for them.

## MISSISSIPPI DELTA COMMUNITY COLLEGE

**PR Award Number** P031P100015  
**State:** Mississippi  
**Award Amount:** \$480,829

Mississippi Delta Community College, Moorhead, MS, located near the geographical center of the Mississippi Delta, founded in 1926, fully accredited since 1928, two-year public, rural, residential and commuter community college, 3400 students in the fall of 2009, current operating budget of \$42,652,887 in 2010-2011.

Mississippi Delta Community College is proposing one activity.  
Activity 1--- \$468,686 over one year. PATHFINDERS of Mississippi Delta Community College (MDCC).

The vision of MDCC is to properly assess, develop, and implement educational support and mentoring strategies to consistently increase the persistence rate among MDCC African-American males especially as it relates to the academic study field of mathematics. The project identifies the problem and then identifies strategies and activities to strengthen the college's response to meeting student needs as it relates to: 1) financial aid; 2) mathematics curriculum and instruction; 3) academic support services; and finally 4) student social services.

In the seven-county primary service area MDCC serves two-thirds of the population is living at the 200 percent poverty level and over one-third have an annual income of less than \$8,794. Unemployment levels run well over 200 percent above other parts of the state and nation.

The defined outcomes or objectives the MDCC Program will accomplish are:

- 1) A minimum of 100 full-time African-American students will participate in the MDCC PATHFINDERS Program, with the goal that 90 percent continue as participants in the project.
- 2) Increase academic counseling to a goal of 90 or more from the general African-American male student population by the 2010-2011 academic year.
- 3) Increase use of student counseling by all African-American students to 250 by the conclusion of the spring 2011 semester.
- 4) Increase the use of the Learning Center by all African-American students to one or more times per semester to 225 by the end of the spring 2011 semester.
- 5) Increase the MDCC persistence rate in Math classes among participating African-American males to 33 percent by spring 2011 semester.
- 6) Increase the course completion rate with passing grades earned in all levels of Math courses among participating MDCC African-American males to 46 percent by May, 2011.
- 7) Recruit incoming freshmen from area schools and those in the ABE program with an earned GED to increase overall enrollment of African-American male students to 17 percent of the total college population by fall 2012.
- 8) Establish a summer pre-college program for incoming African-American male freshmen to provide instruction, support services and promote collaborative learning to a minimum of 70 students.
- 9) Provide study and learning spaces dedicated to the participants in the project and future students.

Project Evaluation--- will be done internally by the Research Analyst at no cost to the grant.

## **NORTHEASTERN TECHNICAL COLLEGE**

**PR Award Number** P031P100016  
**State:** Mississippi  
**Award Amount:** \$256,011

Northeastern Technical College (NETC) will implement a comprehensive capacity-building strategy designed to increase the numbers of African-American males preparing for careers in teaching and healthcare, improve the quality of the college's nursing skills instruction and related science education, and create supportive and affirming learning communities.

The project will target students in a rural area which is one of the most economically and educationally disadvantaged regions of South Carolina. Three coordinated activities will be implemented, with the following strategies and outcomes:

- 1) A system of articulation pathways, support services and informational resources will be established to increase NETC's capabilities to prepare African-American male students for careers in teaching and healthcare, resulting in enrollment increases in these fields of study.
- 2) Northeastern Technical College's healthcare education program will be improved through the addition of modern instructional equipment and learning tools for nursing skills classes and related science courses, overcoming identified equipment deficiencies which impede student success in these programs.
- 3) The academic success of NETC students will be improved through the development of advising services, campus learning communities, career awareness services, and an enhanced campus climate to support an increasingly diverse student body.

The overall quantifiable outcomes of this project will be a 300 percent increase in the number of Black male students enrolling in healthcare or education programs, a 15 percent increase in the level of compliance with instructional equipment standards for nursing and supporting science classes, and development of a learning environment which is judged effective and supportive by 70 percent of students, faculty and staff.

This project directly supports the purpose of the Predominantly Black Institutions Program; i.e., to develop programs which enhance the institution's capacity to serve more low- and middle-income Black-American students, and to expand higher education opportunities for eligible students by encouraging college preparation and student persistence.

Northeastern Technical College requests PBI funding in the amount of \$250,000 to carry out this project.



## OLIVE-HARVEY COLLEGE

**PR Award Number** P031P100017  
**State:** Illinois  
**Award Amount:** \$272,999

Olive-Harvey College is one of the independently accredited City Colleges of Chicago, serving primarily the South side of the city. Its population is 82 percent Black, and 14 percent Hispanic (CCC Office of Research and Evaluation OH\_All Students Profile FA2009), and most of its students score at the pre-college developmental remedial levels in entrance examinations (COMPASS). Low income students represent 79 percent of the population. Oftentimes these populations are either unaware of or are afraid to enroll in Science, Technology, Engineering and Mathematics (STEM) related disciplines in college.

In order to improve academic success and retention, as well as stimulate interest in eventual STEM-related careers and to build upon activities initiated under a previous PBI Grant, this proposed Project will develop and implement the following activities:

1. Continue to develop STEM contextualized curricula, train faculty and staff in their testing and implementation, and acquire and utilize software, hardware, educational materials, subscriptions and other tools to improve and renovate the curriculum.
2. Increase and enhance the use of learning communities among its students, again emphasizing STEM disciplines, and provide students with enrichment programs, such as site visits, expert presentations and additional instructional resources for labs and classroom.
3. Pilot a set of Supplemental Instruction activities, where the regular classroom learning is highlighted and made interactive by associated tutoring sessions, to increase the students' ability to interact with the teaching staff. These proactive measures will help to overcome obstacles to student learning, thus preventing student frustration and discouragement, and subsequent student loss from STEM-related academic programs.

The **Science, Technology, Engineering and Mathematics Success Program (STEM-SP) Project** will conduct operational and outcome evaluations of the activities planned, and will share them with the rest of the faculty, as well as with other colleges in the district, and will disseminate findings widely among professionals, to make best practices known to other instructors and to help develop solutions to commonly encountered challenges.

## ORANGEBURG-CALHOUN TECHNICAL COLLEGE

**PR Award Number** P031P100018  
**State:** South Carolina  
**Award Amount:** \$311,642

This proposal involves a formal education partnership designed to increase and positively impact professional education opportunities for low- and middle-income Black-American students in the underdeveloped, predominantly rural and minority geographic area of South Carolina that is served by Orangeburg-Calhoun Technical College (OCtech.) The proposed project and its activities will promote college readiness and increase both college access and persistence across the targeted population. Federal funds requested for the project will total \$302,987, and local funds will provide an additional \$24,000 in equipment cost share, bringing the project total (inclusive of both federal and local expenditures) to \$326,987.

Program objectives will include **Recruitment**, **Pre-Entry Preparation**, and **Retention** components, as well as licensure and credentialing **Transition Support**. These components are designed to meet local need in three pre-professional programs with a history of admitting and graduating too few minority students, based on the college's service area demographics. The program strategies will impact the OCtech Associate Degree and University Transfer pathways in Engineering, Nursing, and Teacher Education. Targeted students include those selected from underrepresented low- and middle-income Black-American students, including first-generation college-going students. The project has been designed to recruit minority and disadvantaged students into a multi-level professional workforce program, support their academic achievement and leadership growth, develop their knowledge of their chosen professions, and establish supportive financial, academic, and social support services designed to ensure their success along the career ladder.

The project's stated goal is to: Increase the number of low- and middle-income Black-American students underrepresented among area professionals who are admitted to and who graduate from OCtech's Engineering, Nursing, and Teacher Education pathways. The project has four stated objectives:

- 1) Increase the diversity of students in Engineering, Nursing, and Teacher Education programs by expanding Middle College enrollments for high school students enrolled in the service area high schools. (RECRUITING)
- 2) Increase the number of low- and middle-income Black-American students prepared to compete for admission into OCtech's professional Engineering, Nursing, and Teacher Education pathways by providing college readiness and academic support services to Middle College dual credit students and pre-entry adults. (PRE-ENTRY PREPARATION)
- 3) Increase the number of low- and middle-income Black-American students who graduate from OCtech's Engineering, Nursing, and Teacher Education pathways by establishing a Professional Learning Community (PLC) to provide academic, financial, and social supportive services. (RETENTION)
- 4) Increase the number of low- and middle-income Black-American students who enter the workforce or transition to a four-year college or university program by providing licensure and credentialing assistance to students. (TRANSITION SUPPORT).

## **SANDERSVILLE TECHNICAL COLLEGE**

**PR Award Number** P031P100019  
**State:** Georgia  
**Award Amount:** \$272,252

Sandersville Technical College (STC) located in rural east Georgia offers quality technical education to a student population that is 66 percent black. The five counties in the STC service area have an average unemployment as of June 2010 of 16.3 percent. STC has seen an enrollment increase of 20 percent from 2009 to 2010 as students return to college to increase their skills as they wait for jobs to return to the area. The PBI funding will enable STC to work with Early Childhood Care and Education to increase job placement rates and trades and industrial programs to reduce attrition. The Learning Lab and library resource activities include tutoring and research improvements and will increase satisfaction among students and instructors.

The proposed funding activities include six major initiatives:

- 1) Roof replacement for the trades and industrial students in Hancock County so the program will continue as enrollment is 89 percent black.
- 2) Library security system to decrease "missing" books and increase the amount of materials available for student use.
- 3) SMART technology in Early Childhood classrooms at all campuses to equip students with knowledge of the most up to date technology and increase job placement rates in a program which has 79percent black enrollment.
- 4) Library and Learning Lab improvements including computers and study desks which will increase research and tutoring opportunities.
- 5) Health Occupations equipment and supplies to increase licensure and certification pass rates.
- 6) Library resources materials to increase student class success rates.

The activities will increase student and instructor satisfaction rates, lower attrition rates and increase tutoring services within the black student population.

## SOJOURNER-DOUGALASS COLLEGE

**PR Award Number** P031P100020  
**State:** Maryland  
**Award Amount:** \$250,000

The college's basic goal is to use the funds from the PBI Formula Grant program to enhance the college's funds management, administrative management, and in the acquisition of equipment for use in strengthening funds management, an allowable activity of the PBI program. The planned activities for the funding will be as follows:

- 1) Hire an full time Assistant Controller;
- 2) Hire an full time Associate Director of Financial Aid;
- 3) Hire a full time Business Office Accounting Clerk II;
- 4) Hire an full time IT Student Support Computer System Liaison;
- 5) Increase bandwidth of the current IT infrastructure;
- 6) Purchase upgraded desktop computers and servers for staff;
- 7) Purchase and enhance scanning technology for the IT infrastructure – moving towards a "paperless office"; and
- 8) Enhance integration between the Financial Accounting System the Student Information System and Payroll System.

Accomplishing these activities with the funding to be received from the Department of Education PBI Formula Grant program will enhance the college's capacity to serve more low- and middle-income Black-American students. It will do so by ensuring that the college is adequately staffed and equipped to meet its financial reporting requirements to its governmental and private sector funding agencies. Having a fully staffed business office, financial aid office and IT services department is paramount to meeting the educational needs of our student population. The IT infrastructure enhancements to be purchased by the grant will also allow the institution to meet the current and future needs of our students, faculty, and the community at large by providing the hardware and bandwidth necessary to support a state of the art information technology environment.

## ST. LOUIS COMMUNITY COLLEGE

**PR Award Number** P031P100021  
**State:** Missouri  
**Award Amount:** \$1,177,088

### **African-American Male Initiative: Empowering Student Leaders for the Future**

St. Louis Community College (STLCC) proposes a program that will expand the institution's capacity to serve more Black-American students and improve their educational outcomes. The African-American Male Initiative (AAMI): Empowering Student Leaders for the Future is a comprehensive program of student support services, academic interventions, and staff development. The need for this program is high; when compared to other ethnic/gender demographic groups, African-American males are the most underrepresented population at STLCC. In addition, the target population on average has lower persistence rates and lower grade point averages than all other STLCC students combined.

The objectives of AAMI are to: increase the persistence rate of the target population, thereby increasing overall enrollment at STLCC; increase the academic achievement levels of the target population; enhance the in-depth understanding and focus among faculty members and staff regarding the array of challenges faced by the target population as they enter college; and increase interest in postsecondary education among secondary students.

Highlights of the program components include: outreach workshops for secondary students; specialized orientation activities; peer and community mentoring; tutoring services, special workshops and seminars; stipends for participants; an early alert academic monitoring system; and staff development activities. A thorough formative and summative evaluation, using both qualitative and quantitative measures, will be used for continuous program improvement and available for dissemination to other colleges interested in the AAMI: Empowering Student Leaders for the Future model.

## TECHNICAL COLLEGE OF THE LOWCOUNTRY

**PR Award Number** P031P100022  
**State:** South Carolina  
**Award Amount:** \$250,000

**Purpose:** 1) To plan programs to enhance the college's capacity to serve more low- and middle-income Black-American students; and 2) to expand higher education opportunities for eligible students.

The proposed project is designed to increase enrollment of Black-American students in biology/lab sciences at the Technical College of the Lowcountry (TCL) by strengthening the institution's capacity through the following goals: 1) Improve the college's capacity to serve African-American students by providing space and technology to increase enrollment in lab sciences; and 2) Design a field/greenhouse biotechnology certificate program course of study.

Funding from the proposed project will enable TCL to convert an existing classroom on the main campus to a science lab, bringing the total number of labs up to four. The additional lab will enable TCL to add six to ten additional lab science classes each semester. The additional science lab will also be a major step toward adding a Field and Greenhouse Biotechnology certificate program to the college curriculum, with future plans to expand the program to include diploma and associate degree programs. The development of a certificate program in Field and Greenhouse Biotechnology will add a STEM program to the Arts and Sciences curriculum, creating degree and employment opportunities for African-American students. The certificate program will also be available to area high school students through the dual enrollment program, Early College Credit Opportunity (ECCO), at TCL.

The College is requesting \$250,000 for this project.

## UNIVERSITY OF WEST ALABAMA

**PR Award Number** P031P100023  
**State:** Alabama  
**Award Amount:** \$250,000

### **The Black Belt Project: Expanding Educational Opportunities for Black-American Students**

The University of West Alabama (UWA) has a total enrollment of 1,868 in undergraduate degree programs with 51 percent Black American, 57 percent first generation, and 78 percent classified as low-income students. Our institution has identified four problems directly impacting low-income and Black-American students: (1) the lack of supplementary funding; (2) poorly equipped laboratories in the Nursing Program; (3) a lack of auxiliary services for adult learners; and (4) inadequate classrooms and curriculum library facilities for students enrolled in early childhood education and for those students who require child care. Based on these findings, UWA has included in its PBI Formula proposal four activities aimed at strengthening programs and services relating to these problems.

**Activity I: Strengthening Funds Management.** The Goal of Activity I is to strengthen the financial stability of UWA through an initiative to increase the productivity of external funding by the faculty and Office of Sponsored Programs.

**Activity II: Nursing Laboratory Equipment Acquisition.** The Goal of Activity II is to create an up-to-date simulation laboratory in the Division of Nursing with advanced technology and simulation mannequins with which to train students to become nurses and healthcare professionals prepared for the real world.

**Activity III: Online Student Counseling Services.** To improve persistence and graduation rates of low-income and Black Americans, Activity III aims at strengthening the capacity of the institution to offer support through the implementation of online live chat counseling to students enrolled in distance learning courses through UWA.

**Activity IV: Renovations of Early Childhood Classrooms and Curriculum Library.** Activity IV is designed around the renovation and improvement of the UWA Campus School (ages 3-5) as both a laboratory for hand-on experiences for Black Americans completing a degree in early childhood education *and* to provide childcare for the Black American female head of household.

**Service Region Highlights:** The University of West Alabama is located in Sumter County, Alabama, which has a total population of 14,182 (*Source: U.S. Census Bureau, Census 2000*). UWA, founded in 1835, is a regional state-supported university offering programs and services that are shaped by its primary purpose of serving students in the surrounding 16 counties from which 61 percent of its enrollment comes. UWA is the only four-year state institution other than The University of Alabama at Tuscaloosa, which has goals completely different from those of a regional institution. UWA is composed of the Division of Nursing, the Colleges of Liberal Arts, Education, Business and Commerce, and Natural Sciences and Mathematics, and the school of Graduate Studies. The University's liberal admissions policy, small enrollment, and affordable tuition serve to attract a large population of students from low-income families.

## WEST LOS ANGELES COLLEGE

**PR Award Number** P031P100024  
**State:** California  
**Award Amount:** \$611,045

African Americans are 44 percent of the more than 10,000 students at West Los Angeles College (West), an urban community college in Los Angeles. In West's service area, Los Angeles County's Service Planning Area 5, only 14 percent of the adult population has a BA and in our neighboring Service Planning Area, from which the college also draws, only 3 percent of the population has a BA degree. Further, 31 percent and 44 percent of Service Planning Area 5 and 6 residents subsist on household incomes below the federal poverty level.

Low success rates, few students taking math/English assessment, delayed enrollment in foundation skills classes, and low placements in math/English inescapably result in low graduation rates for African-American **students and indicate the need for significant improvements in** how the college engages with African-American students at West and in our feeder middle and high schools.

The goal of LEARN—Leading and Energizing African-American students to Research and kNowledge—is to increase the recruitment, retention, transfer, and success rate of African-American students by increasing skill development and college knowledge. One of the strengths of LEARN is that it is designed to augment current programs and activities—TRIO, EOP&S, Transfer, UMOJA, tutoring, and Learning Center—while also introducing innovative new components based on success models at other institutions—research on how African-American students learn, a faculty learning community, Discovery Days, and a highly supportive Learning Community featuring a unique reading and linguistics discovery module.

LEARN will work with middle and high school students, parents, and feeder school personnel to strengthen the college-going culture. It will strengthen current programs at West, introducing sustainable models that will be institutionalized as federal funding ends.

LEARN's seven key outcomes are to increase the number of African-American (1) high school students who enroll at West or other colleges, (2) students who take the math/English assessment exam, (3) students who pass basic skills math and English, (4) students who pass college level math and English, (5) students who declare a major and follow a curriculum map, (6) students who earn certificates or degrees, and (7) students who transfer.

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